DOCUMENT RESUME

ED 091 798 EA 005 629

TITLE	ERIC Abstracts: A Collection of ERIC Document Resumes on the Year-Round School. ERIC Abstracts Series, Number 31.
INSTITUTION	American Association of School Administrators, Washington, D.C. National Academy for School Executives.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	73
CONTRACT	OEC-0-8-080353-3514
NOTE	24p.
AVAILABLE FROM	National Academy for School Executives, 1801 N. Moore Street, Arlington, Virginia 22209 (Stock No. 31-021-00408, $2.00)
EDRS PRICE	MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS	*Annotated Bibliographies; Cost Effectiveness; Elementary Schools; *Extended School Year; Feasibility Studies; Flexible Scheduling; Literature Reviews; Quarter System; *School Calendars; *School Schedules; Secondary Schools; *Year Round Schools

ABSTRACT

Among the advantages of year-round operation of schools over conventional 9-month operations, the documents in this annotated bibliography cite savings in cost and space, increased flexibility of scheduling, and higher teacher salaries. Various year-round plans are discussed and recommendations offered for implementation of a year-round schedule. The listing is complete for all issues of RIE through July 1973 and includes documents processed by this and other clearinghouses. Based on the document resumes in RIE, the following information is presented for each document: personal or institutional author, title, place of publication, publisher, publication date, number of pages, ERIC document (ED) number, price of the document if it is available from the ERIC Document Reproduction Service, alternate availability, and the abstract. Documents are listed alphabetically by author and are numbered. (Author)

ED 091798

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

AASA

ERIC Abstracts on:

The Year-Round School

ED 091798

ERIC Abstracts

A Collection of ERIC Document Resumes on

The Year-Round School

Compiled by

the

ERIC Clearinghouse on
Educational Management
University of Oregon
Eugene, Oregon 97403

1973

PREVIOUS TITLES IN THIS SERIES

1. Collective Negotiations in Education
2. Human Relations in Educational Administration
3. Public Relations in Education
4. Politics and Power Structure: Influence on Education
5. Program Budgeting and Cost Analysis
6. Urban Crises and Educational Administration
7. Impact of Racial Issues on Educational Administration
8. Systems Approaches in Education
9. Educational Assessment
10. The School Principalship: Crisis in Middle Management
11. Inservice Education for Staff and Administrators
12. Performance Objectives
13. Citizen Involvement in the Control of Schools
14. Educational Planning
15. The Politics and Economics of School Finance
16. The Drug Problem and the Schools
17. Developing Vocational Education Programs in the Public Schools
18. Organizational Renewal: Change and the School Administrator
19. Differentiated Staffing
20. Evaluating Teacher Effectiveness
21. Collective Negotiations and the Administrator
22. Alternative Schooling: New Patterns in Education
23. Assessing Educational Innovations
24. Open Space Schools
25. Planning, Programming, Budgeting Systems
26. Educational Assessment
27. Educational Planning
28. Competency-Based Evaluation of Educational Staff
29. Needs Assessment in Education
30. The Use of Futurism in Educational Planning

Write to AASA-NASE for a list of titles still in print.

PREFACE

The Educational Resources Information Center (ERIC) is a national information system operated by the National Institute of Education. ERIC serves the educational community by disseminating educational research results and other resource information that can be used in developing more effective educational programs.

The ERIC Clearinghouse on Educational Management, one of several clearinghouses in the system, was established at the University of Oregon in 1966. The Clearinghouse and its companion units process research reports and journal articles for announcement in ERIC's index and abstract bulletins.

Research reports are announced in Research in Education (RIE), available in many libraries and by subscription for $21 a year from the United States Government Printing Office, Washington, D.C. 20402. Most of the documents listed in RIE can be purchased through the ERIC Document Reproduction Service, operated by Leasco Information Products, Inc.

Journal articles are announced in Current Index to Journals in Education. CIJE is also available in many libraries and can be ordered for $39 a year from CCM Information Corporation, 866 Third Avenue, Room 1126, New York, New York 10022. Annual and semiannual cumulations can be ordered separately.

Besides processing documents and journal articles, the Clearinghouse has another major function--information analysis and synthesis. The Clearinghouse prepares bibliographies, literature reviews, state-of-the-knowledge papers, and other interpretive research studies on topics in its educational area.

The ERIC Abstracts series is the result of a cooperative arrangement between the Clearinghouse and the National Academy for School Executives (NASE) of the American Association of School Administrators. The Clearinghouse compiles the abstracts from document resumes in Research in Education to provide participants in a series of NASE-sponsored seminars with an up-to-date collection of ERIC materials on subjects to be presented in these seminars. Additional copies of the abstracts are published by NASE and distributed across the country to school administrators and others interested in educational administration.

Philip K. Piele
Director, ERIC Clearinghouse
on Educational Management

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the American Association of School Administrators for critical review and determination of professional competence. This publication has met such standards. Points of view, or opinions, however, do not necessarily represent the official view or opinions of either the American Association of School Administrators or the National Institute of Education.

ERIC Abstracts Series, Number Thirty-one

Published by

National Academy for School Executives
1801 North Moore Street
Arlington, Virginia 22209

Single copy, $2.00

Unless otherwise specified, prices quoted are for single copies and are subject to the following discounts on quantity orders of the same publication shipped to one address: 1 copy at list price; 2 to 9 copies, 10%; 10 or more copies, 20%. Postage charged on billed orders.

AASA Stock No.: 31-021-00408

INTRODUCTION

Since the beginning of ERIC in 1966, more than sixty thousand documents have been announced in ERIC's monthly catalog, Research in Education (RIE). Of the total, more than five thousand documents have been processed by this Clearinghouse. This growing collection is so extensive that it is useful to compile lists of ERIC documents on a number of critical topics in educational management. Published separately, these selected lists of documents make up the ERIC Abstracts series.

To compile each list, the RIE subject indexes are searched, using key terms that define each topic. The documents are selected on the basis of currency, significance, and relevance to the topic.

For this compilation on the year-round school, the index terms used are EXTENDED SCHOOL YEAR, SCHOOL CALENDARS, and YEAR ROUND SCHOOLS. Documents discuss the philosophy and operation of year-round schools, stressing their advantages over the traditional nine-month school. The listing is complete for all issues of RIE through July 1973 and includes documents processed by this and other clearinghouses.

Based on the document resumes in RIE, the following information is presented for each document: personal or institutional author, title, place of publication, publisher, publication date, number of pages, ERIC document (ED) number, price of the document if it is available from the ERIC Document Reproduction Service, alternate availability, and the abstract. Documents are listed alphabetically by author and are numbered.

A subject index, beginning on page 16, refers to the document listing number. The subject terms, arranged in alphabetical order, are identical to those contained in the subject index of RIE.

HOW TO ORDER ERIC DOCUMENTS

Most of the documents listed on the following pages can be ordered from the ERIC Document Reproduction Service. If a document is available from EDRS, its prices for both hard copy and microfiche are cited after the document's "ED" number. To order documents from EDRS, indicate:

- the ED numbers of the desired documents (titles need not be furnished)
- the type of reproduction desired--hard copy (HC) or microfiche (MF)
- the number of copies being ordered

Payment must accompany orders under $10.00. Postage, at book rate or library rate, is included in the price of the document. If first-class mailing is desired or if shipment is outside the continental United States, the difference between book rate or library rate and first-class or foreign postage will be billed at cost. All orders must be in writing.

Address requests to:

ERIC Document Reproduction Service
P.O. Drawer O
Bethesda, Maryland 20014

1. American Association of School Administrators. 9+ The Year-Round School. Washington, D.C.: 1970. 36 pages. ED 040 497 MF $0.65 HC not available from EDRS. (Available from American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209. $2.00, quantity discount.)

   The nine-month school year with a three-month summer vacation had its origin in agrarian life. Today's teacher shortages, overcrowded schools, and pressures to learn demand extensions of the school year. This publication analyzes five programs: a staggered-vacation school year for all, a full 48-week school year for all, a voluntary summer program, a summer studies program for professional personnel, and the multiple trails plan based on time modules. A brief description of the Fulton County, Georgia, four-quarter plan is provided, as are major references to year-round college programs. The text also includes an extensive bibliography.

2. Arizona State Department of Education. The Extended School Year. (An Information Packet.) Phoenix: 1972. 72 pages. ED 072 531 MF $0.65 HC $3.29.

   This document discusses the rationale for the extended school year, describes basic types of extended school year plans, reviews Arizona legislation relative to the extended school year, and outlines state board of education policy. An extensive annotated bibliography lists books, pamphlets, articles, reports, bibliographies, and filmstrips on the subject. To provide basic information to citizens, board members, teachers, and administrators, the text presents general questions and answers about the extended school year and suggests specific questions that should be answered before implementing a program. The presentation is appended with models for committee study and needs assessment of the extended school year and samples of extended school year calendars.

3. Arkansas School Study Council. Mt. Sequoyah National Seminar on Year-Round Education. Fayetteville: [1969]. 66 pages. ED 040 498 MF $0.65 HC $3.29.

   With the assumption that education is an ongoing process, this first national seminar was instituted to serve as a clearinghouse of information on year-round education. The seminar brought together some of the nation's most creative educators to consider year-round schools as a means of improving the quality of education without corresponding increases in costs. Excerpts of thirteen speeches delivered at the conference, a general summary of speeches, and lists of seminar consultants and participants are included.

4. Atlanta Public Schools. Effective Instruction: A Report on the Four-Quarter

Plan of Organization. Georgia: [1968]. 34 pages. ED 028 544 MF $0.65 HC $3.29.

At the beginning of the 1968-1969 school term, the Atlanta Public Schools implemented the four-quarter plan for reorganization of the secondary school curriculum. The year is divided into four quarters of approximately the same length. Pupils were compelled to attend the first three quarters of the 1968-1969 term. Fourth quarter attendance was optional. Pupils choosing to attend the fourth quarter could accelerate, add enrichment courses, or take remedial work. A pupil attending the fourth quarter could choose which three of the next four quarters he wished to attend, or he could attend all four quarters. Hopefully, state aid will finance the fourth quarter. Revision and restructuring of the curriculum is in a developmental stage that will eventually result in individualized instruction. Appendixes contain a description of the new program and reports to parents and pupils concerning the four-quarter instructional program.

5. Bauman, W. Scott. "The School Calendar Dilemma—A Solution for the Approaching Crisis." Oregon Business Review, 28, 6 (June 1969). Eugene: Bureau of Business and Economic Research, University of Oregon. 5 pages. ED 033 436 MF $0.65 HC $3.29.

   The rising costs of education could be reduced by substituting a four-quarter rotational school calendar for the traditional school calendar. Under this system, each student would attend three continuous quarters and have the fourth quarter off. One-fourth of the students would thus be on vacation each quarter, and the teaching staff could be reduced by one-fourth. However, teacher salaries would rise to compensate for the twelve-month contracts. The need for physical facilities would fall proportionately, providing an additional source of savings to counteract the taxpayer rebellion that has manifested itself in reduced school revenues. These savings could be applied toward the acquisition of instructional materials for individualized instruction. Some social problems caused by inactive youth would be reduced, as fewer students would be on vacation at one time. Economic efficiency would be enhanced if employers could depend on student labor throughout the year.

6. Boxer, Karen, and others. Evaluation Report: 1971 Summer Quinmester Program. Miami, Florida: Dade County Public Schools, 1971. 57 pages. ED 058 667 MF $0.65 HC $3.29.

   The primary topic of this evaluation report is a summer quinmester extending from June 14 to August 16, 1971. The report also explores the concept of this extended school year program through questionnaire responses from parents, pupils, teachers, administrators, the business

and industrial community, the educational community, and other community agencies and citizens. The general feasibility of the quinmester program is discussed at length.

7. Campbell, Bruce, compiler. Annotated Bibliography: Extended School Year Materials. Trenton: Division of Research, Planning, and Evaluation, New Jersey State Department of Education, 1972. 24 pages. ED 066 799 MF $0.65 HC $3.29.

   This annotated bibliography is a selected listing of 77 materials in four categories: books, pamphlets, articles, and conference papers; documents and reports; theses and abstracts; and filmstrips and bibliographies. Items available through the ERIC Document Reproduction Service are indicated.

8. Congress of the United States. Year-Round Schools. Hearing before the General Subcommittee on Education of the Committee on Education and Labor, House of Representatives, Ninety-Second Congress, Second Session on the Value of Year-Round Schools. (Washington, D.C., April 24, 1972.) Washington, D.C.: House Committee on Education and Labor, 1972. 428 pages. ED 069 043 MF $0.65 HC $16.45.

   Statements by experts in the field of year-round schools and excerpts from publications dealing with various plans for year-round schools compose this document. Statements and publications discuss the Valley View 45-15 continuous school year plan; the Jefferson County, Kentucky, elective quarter plan; various four-quarter school plans; the three plus system; the Dade County, Florida, quinmester program; and other extended school year programs.

9. Cuddy, Edward H. The Year-Round School or the Rescheduled School Year. Indianapolis: Warren Township Independent School District, 1969. 119 pages. ED 041 364 MF $0.65 HC $6.58.

   This indepth study examines literature on the concept of the year-round school, experiences of those who have tried this approach to education, and recent trends toward year-round schools. Guidelines used in developing the study were past or present experiences with the year-round school, the format of present year-round schools, the degree to which year-round schools are accepted throughout the United States, and major advantages and disadvantages of the year-round school. The author includes descriptions of ten different plans for year-round schools, an assessment of year-round schools in general, an overall summary, and a bibliography of 59 sources.

10. Dade County Public Schools. A Review of the Status and Projections for

the Dade County Quinmester Extended School Year Program. Miami, Florida: 1971. 48 pages. ED 058 666 MF $0.65 HC $3.29.

Five high schools are involved in a pilot project for the Dade County Quinmester Extended School Year Program. This document summarizes the background of the program, which resulted from a study of alternative plant utilization plans. This study attempted to determine the most efficient use of school facilities to reduce the need for capital expenditure during a five-year period. Discussed are financial implications, including an analysis of projected costs; an evaluation plan; plans to review administrative procedures and practices; and specific recommendations concerning the future development of the quinmester program. Appendixes contain questionnaires sent to the business and academic communities. Documents 10 through 12 are related.

11. Dade County Public Schools. The Rationale, Status and Direction of the Dade County Quinmester Extended School Year Program. Miami, Florida: 1972. 39 pages. ED 062 689 MF $0.65 HC $3.29.

This document reports the status of the quinmester program, outlining the evaluation and operational concerns of seven pilot schools in operation. The final section reviews expansion plans recommended for the program during the summer of 1972 and for subsequent years. Also included are a general discussion of the direction of elementary school involvement and the future evaluation design and recommendations to the school board. Documents 10 through 12 are related.

12. Dade County Public Schools. Status—Activities and Direction of the Quinmester Program in the Dade County Public Schools. Miami, Florida: 1972. 176 pages. ED 071 168 MF $0.65 HC $6.58.

To provide preliminary information for consideration by policy-making management in deciding the future of the quinmester program, this document presents a status report of the administration of the secondary quinmester program, a review of the 1972 summer quinmester program, a description of the planned quinmester activities for the 1972-1973 school year, and a discussion of plans for the development of the elementary quinmester program. An appendix contains a cost analysis, an evaluation report, and a statistical summary of the quinmester program. Documents 10 through 12 are related.

13. Delaware State Department of Public Instruction. Feasibility of Rescheduled School Year Plans for Delaware Public Elementary and Secondary Schools. Dover: 1969. 48 pages. ED 036 886 MF $0.65 HC $3.29.

A study team for the Delaware Department of Public Instruction sought

to discover a rescheduled school year design that could be adopted and used to increase the efficiency of school staff and facilities in Delaware. After a search of the literature, visits to three school districts, and a conference with a nationally recognized consultant, the study team offered recommendations. Pilot programs were suggested for selected Delaware school districts to test the feasibility of two rescheduled school year plans: at the elementary level, an extended term of approximately 200 days for all students to give more flexibility to the instructional program and to improve pay and status for teachers; at the secondary level, a voluntary summer session to increase educational opportunities for students to make up work, accelerate their progress, or broaden their studies without the expense of revising school organization and curriculum. The study team recommended that pilot projects be funded equally from state, ESEA Title III, and local sources. An annotated bibliography of 91 citations is included.

14. Education Turnkey Systems, Inc. 45-15 and the Cost of Education. Summary. Washington, D.C.: 1972. 19 pages. ED 070 150 MF $0.65 HC $3.29.

This report identifies the long-range potential savings available to Prince William County, Virginia, under an efficiently managed calendar of year-round operations and specifies the areas in which these savings are most likely to occur. An analysis indicates that at the only secondary school in the county under the 45-15 plan, the overall 1971-1972 per pupil cost of education was 9.6 percent lower than it would have been under a traditional nine-month calendar. The report provides a detailed breakdown of this reduction in cost. Results of the analysis lead to the conclusion that substantial savings are obtainable by districts that, like Prince William County, have management teams willing and able to make the necessary, though sometimes difficult, decisions involved in an innovative venture such as the 45-15 plan.

15. Freeland Community Schools. Indepth Study for Freeland Community Schools. Title of Proposed Study "STAY" (Start Teaching All Year). Study Conducted during the 1969-1970 School Year. Michigan: 1970. 401 pages. ED 053 438 MF $0.65 HC $16.45.

The "STAY" program is a feasibility study of a proposed trimester year-round school program requiring two-thirds of the students to be in attendance at any one time. This study is intended as a technical guide for school administrators and board members planning to experiment with or having already installed year-round programs. The report contains curriculum outlines by course title for each grade level K-12, with objectives, content, and evaluation measures. Other material includes information about teacher salaries, program schedules, and vacations; descriptions of maintenance and auxiliary staff jobs; demographic

characteristics of the district population; and estimated expenditures of the proposed program.

16. Geisinger, Robert W., and Coleman, Alvin F. Year-Round School Research. Harrisburg: Pennsylvania State Department of Education, 1972. 66 pages. ED 070 149 MF $0.65 HC $3.29.

This report describes the use of a model to compare the costs of two alternatives: initiation of a K-5, 45-15 year-round school; or construction of an elementary school building in the Annville-Cleona, Pennsylvania, school district. Results of the analysis indicated that initiation of a 45-15 year-round plan would save the district about $89 per pupil of total operating costs throughout the last 18 years of the 20-year term of the district's bond issue. For the first two years, the savings would be $51 per pupil over the construction of a new building. Although the particular all-year school plan analyzed in this situation was the 45-15 program, other specific plans with other pupil attendance arrangements could be analyzed with this model.

17. Gove, James R. "Year-Round School: The Valley View 45-15 Plan." Speech presented at New Jersey School Boards Association annual workshop, Atlantic City, October 1971. 8 pages. ED 057 438 MF $0.65 HC $3.29.

An assistant superintendent describes the background and economic advantages of a continuous school year plan in which students attend school for 45 class days and vacation for 15 days. Students are divided into four rotating shifts—three groups are in class while the fourth is on vacation.

18. Gove, James R. Testimony Presented to General Subcommittee on Education, Washington, D.C. 1972. 34 pages. ED 069 026 MF $0.65 HC $3.29.

Testimony in this document covers the conception and implementation of a year-round schools program—the Valley View 45-15 Plan—under which the students attend school 45 days and vacation for 15 days on rotating shifts throughout the year. The author describes characteristics of the Valley View district, the rationale for implementation of the 45-15 plan, and Illinois legislation required for implementation of the plan. An evaluation rates the plan according to cost-effectiveness; acceptance by students, teachers, and the community; and level of student achievement. The testimony concludes with recommendations for action at national, state, and local school district levels to enable the exploration and establishment of year-round school programs in other areas of the country.

19. Gove, James R. Feasibility Study of the 45-15 Plan for Year-Round Operation of a Public High School Served by an Elementary District (Valley View #96, Will County, State of Illinois) Already on the 45-15 Plan. Final Report. Romeoville, Illinois: Valley View School District 96, 1972. 216 pages. ED 072 525 MF $0.65 HC $9.87.

This study examines the feasibility of high school district operation under the compulsory Valley View 45-15 continuous school year plan. Salient features of the study include reporting of three different types of secondary year-round school operations and surveys of local boards of education, the community, the high school staff, and Illinois high school principals and teacher union officers. External and internal scheduling requirements are explained and findings from the Illinois High School Association and the Illinois Teachers Retirement System summarized. A comprehensive legislative chapter reports on Illinois year-round school legislation. A fiscal analysis study includes the fiscal implications of the secondary operation—past, present, and future. A 45-15 operation at the secondary level is feasible, but certain prerequisites must precede actual implementation, and certain operational areas must be evaluated in depth.

20. Holzman, Seymour. Year-Round School: Districts Develop Successful Programs. Education U.S.A. Special Report. Washington, D.C.: National School Public Relations Association, 1971. 68 pages. ED 062 682 Document not available from EDRS. (Available from National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209. Stock No. 411-12802, $4.00, quantity discount.)

Available information on year-round schools is summarized. The document narrates a brief history of the year-round school, describes several variant related program types, and presents some of the advantages and disadvantages of such programs. One section offers pro and con views on the subject of the extended school concept as expressed by teachers, administrators, students, businessmen, and the general public. States currently involved in year-round school programs, states with flexible laws providing the potential for acceptance of such programs, and states or school districts that initiated feasibility studies precedent to taking action on initiating year-round schools during 1966-1970 are listed. The report concludes with case studies of six school systems currently operating under year-round programs.

21. Hunt, Barbara. An Introduction to the Community School Concept. Portland, Oregon: Northwest Regional Educational Laboratory, [1968]. 24 pages. ED 030 165 MF $0.65 HC $3.29.

This paper summarizes and synthesizes perspectives gleaned from the

literature on community schools. Such schools have something for everyone, provide opportunities for citizens to apply solutions to problems, and help maintain open channels of communication with the community. Specific programs are examined and evaluated. Also presented is a summary of apparent advantages and disadvantages in maintaining a year-round community school program. Since the study is intended as an introduction to the community school concept, educational innovations pertinent to the area are not fully discussed, but several are mentioned as worthy of consideration.

22. Johnson, Sharon Counts. Year-Round Schools. Educational Management Review Series Number 6. Eugene: ERIC Clearinghouse on Educational Management, University of Oregon, 1972. 8 pages. ED 064 752 MF $0.65 HC $3.29.

    Documents previously announced in Research in Education concerned with the year-round school (staggered vacation periods) concept are surveyed in this review. The literature indicates that the year-round school plan should not be considered a panacea for economic and learning problems in the field of education. Most of the authors agree that schools should weigh carefully the advantages and disadvantages of such a plan before extending their schedules into the summer months. The text presents briefly those documents devoted to general surveys of year-round plans and treats separately those documents on the Fulton County Four-Quarter Plan, the Valley View 45-15 Plan, and the Dade County Quinmester Plan.

23. National Center for Educational Communication. Year-Round Schools: The 45-15 Plan. PREP-27. Washington, D.C.: Office of Education, Department of Health, Education, and Welfare, [1971]. 31 pages. ED 054 396 MF $0.65 HC $3.29. (Also available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. $0.55.)

    The Valley View 45-15 Continuous School Year Plan, begun by Valley View School District 96, Lockport, Illinois, in June 1970, requires each student to attend school 45 school days and have a 15-school-day vacation. Thus, only three-fourths of the entire student body is in school at one time, resulting in a 33 percent increase in available classrooms. From baseline information, the text draws the following conclusions: one-third more classroom space is available immediately through the plan; immediate savings of up to 5 percent per pupil are possible; educational benefits accrue when overcrowding or double-shifting is prevented; the community can learn to support four short vacations at four different times during the year; if a systems approach is used and a good organizer responsible, student scheduling can be accomplished in

two or three months on a budget of about $1.00 per pupil; most teachers will take a year-long contract; basic research objectives can be reached more easily if they are incorporated in the "formative" evaluation; teachers are generally willing to try a year-round operation; and economy-minded taxpayers will support the plan. Districts contemplating such an operation are advised to allow at least a year for planning. Nongraded or individualized instruction should be used to solve scheduling problems.

24. New York State Education Department. The Impact of a Rescheduled School Year: A Special Report Prepared for the Governor and the Legislature of the State of New York. Albany: 1970. 164 pages. ED 040 234 MF $0.65 HC $6.58.

This report describes findings on the feasibility of extended school year plans and outlines several approaches recommended for their economy and educational value. Six plans are reviewed: the continuous learning year cycling plan, which will release 25 percent of existing space in the first year; multiple variations such as the 45-15 or 9-3 plans, which will release one-third of existing space in the final year of implementation; the multiple trails plan, which may release up to 35 percent of classroom space and/or 50 percent of available space in an occupational training center; the acceleration trimester plan, which will release space for one class at the end of the fourth trimester; the acceleration quadrimester, which releases space for one class at the end of nine quadrimesters; and the acceleration split trimester and split quadrimester, which would each release space for one class at the end of two to three years. The text includes discussions of economy, including teacher salaries and staff utilization, and of educational objectives. As a result of the New York experience, the rescheduled school year experiment is ready for more extensive, practical application in school districts that want to realize the basic objectives for rescheduling a school year.

25. Reeves, Robert L. "A Proposal: The Circular School Year." Paper presented at National Association of Secondary School Principals annual convention, Anaheim, California, March 1972. 12 pages. ED 063 622 MF $0.65 HC $3.29.

A proposed plan divides the school year into three instructional units of twelve weeks each, during which time student attendance is required. Three interim units of fifteen work days and five vacation days are scheduled in April, August, and December. These interim units are designed to be used by students for remedial work, enrichment, acceleration activities, or vacation. Under this plan, teachers can choose among five basic areas of differentiated activities: teaching, curriculum development and evaluation, consulting or training, inservice

training, or no contract obligations during the interim period.

26. Rochester Area School District. The "Three Plus" System. Pennsylvania: [1971]. 16 pages. ED 066 797 MF $0.65 HC $3.29.

This pamphlet describes briefly the process of restructuring a traditional educational program into an individualized program in an industrial area school district. A four-quarter plan was designed to replace the traditional two-semester system, with the objective of encouraging greater learning experiences for all the children of the district. With federal aid, the school district has restructured its curriculum and built a new education complex to house all students K-12 and to accommodate the new program.

27. Saad, James T. One Approach to Year-Round Education. A Study to Assess the Impact of One Approach to Year-Round Education upon the Boise Public Schools and the Boise Community. Idaho: Boise City Independent School District, 1972. 106 pages. ED 069 030 MF $0.65 HC $6.58.

The purpose of this study was to examine the feasibility of a continuous school year plan—the 45-15 plan—for the Boise Public Schools. Under the plan, students would attend school for 45 days and be absent from school 15 days in rotating shifts throughout the year. Eleven subcommittees researched various aspects of a continuous school year: calendars, staff relations, census and attendance, pupil personnel services, maintenance, climate control, public relations, data processing, government and industrial relations, and curriculum planning. Reports of the subcommittees make up the bulk of this presentation. As a result of study findings, year-round schooling was established as a viable educational program for the Boise schools. In addition, a simulation program evidenced that the school staff had the capability to develop the necessary calendar, that the existing facilities could accommodate 25 percent more pupils under an extended year calendar, and that the amount of education for the dollar over the long term would be greater than under the present nine-month system. School authorities voiced three objections to the program: primary grade children should not be required to change teachers every 45 days, well-established extracurricular and enrichment programs would have greater difficulty maintaining their high standards, and the question of summer youth employment would still remain unsolved.

28. San Diego County Department of Education. Proceedings: National Seminar on Year-Round Education (4th, San Diego, California, February 23-25, 1972). California: 1972. 153 pages. ED 063 617 MF $0.65 HC $6.58.

More than 900 consultants, participants, and committee members representing nearly every state and many foreign countries attended the seminar. This document consists of 31 seminar presentations that include primarily descriptions of specific programs and information relative to community relations, curriculum planning, evaluation models, teacher roles, and financial implications.

29. Schmid, Torsten H. The Extended School Year. A Summary of Information Regarding Extended School Year Projects, Studies & Reports. Vancouver, Canada: Educational Research Institute of British Columbia, 1971. 172 pages. ED 062 684 MF $0.65 HC $6.58.

    This report is an up-to-date and comprehensive review of literature and research findings related to the rescheduled school year. The text presents information and research data about the major extended school year designs and the impact of these designs on a school system. The first chapter considers the reasons for proposal and implementation of extended school year designs. The second chapter outlines various schemes for extending the school year, indicating the strengths and weaknesses of each scheme. The author discusses the organization of each plan, considers the costs, and relates the advantages and disadvantages of the plan. The third chapter focuses on the impact of the extended school year on a school system, and primarily on the economic and educational implications of the longer year. The fourth chapter outlines the progress and findings of a local school district that has seriously considered an extended school year. Figures illustrate the text, and a 186-item bibliography is provided.

30. Thomas, George I. A Twelve Month Contract for a Continuous Learning Year Program. 1970. 9 pages. ED 069 028 MF $0.65 HC $3.29.

    The rescheduled school year is suggested as a means of making teaching and learning much more attractive to the student, the teacher, and the taxpayer. The author cites the tremendous explosion of knowledge, the loss of learning from extended vacations, and the time spent tooling up and down for school as reasons for basing student attendance on a 200-day to 210-day school calendar in which students attend school in rotating shifts throughout the year. According to the report, a rescheduled school year would offer teachers greater flexiblity in class scheduling, thereby allowing more time for planning and curriculum development, and, with schools in operation twelve months a year, teachers could expect appropriate salary increases.

31. Thomas, George I. Realizing the Economy Objective through a Rescheduled School Year. 1970. 44 pages. ED 069 027 MF $0.65 HC $3.29.

The author presents an overview of the rescheduled school year concept as it relates to the economic and educational objectives of a school district. He points out various approaches that could be adopted in designing a rescheduled school year program and offers a guide sheet to assist in predicting the effectiveness of an extended school year plan. The major portion of the document describes a case study to determine the impact of a rescheduled school year on a school district. The case study covers enrollment projections; school capacity; and estimated needs for classrooms, construction, buses, operation, and teachers. A comparison of costs under the rescheduled school year and the conventional schedule concludes the study.

32. Thomas, George I. A Capsule Picture of Recommended Continuous Learning Year Cycling Plans That Can Lead to Economy and the Extension of Quality Education. 1972. 6 pages. ED 069 029 MF $0.65 HC $3.29.

This overview is intended to acquaint people with the concept and features of an extended school year plan. The author begins with a discussion of the early development and implementation of various continuous learning plans, then focuses on the financial aspects of such a plan—capital outlay and debt service, school plant operation, and school bus and staffing requirements. The author's brief comments on the impact of continuous learning year cycling plans on children, juvenile delinquency, and recreation conclude the presentation. A diagram outlines various approaches to rescheduling the school year.

33. Torge, Herman. "The Year-Round School." Master's thesis, Miami University, Oxford, Ohio. Middletown: Southwestern Ohio Educational Research Council, Inc., 1968. 99 pages. ED 057 465 MF $0.65 HC $3.29.

A review of the literature, a discussion of some of the vital questions concerning the year-round school, and a bibliography compose this report. The author discusses quarter schedules and their applications to school calendars, transitions to quarter schedules from conventional schedules, teacher and staff assignments, building capacities, and curriculum and scheduling. Various problem-solving methods are provided as a guide for districts planning to conduct studies of the year-round school, necessarily within the context of their own philosophies and needs.

34. Utica Community Schools. The Four-Quarter Staggered School Year. 1/4+1/4+1/4+1/4=365. A Feasibility Study to Extend the School Year. A Research Study. Michigan: 1970. 585 pages. ED 060 505 MF $0.65 HC $19.74.

The Utica community school district was one of several districts in Michigan to receive a grant from the state board of education for a feasibility study of the year-round school. The study shows that, with a mandated four-quarter plan, savings of nearly $100 million can be achieved on construction costs alone during the next ten years. The report covers a five-phase, ten-year implication program designed to move Utica toward the year-round school concept. The decision to move beyond the first phase will be made following careful analyses of the present feasibility study and contingent on future state fundings. Document 35 is related.

35. Utica Community Schools. The Optional Five-Term Year-Round Educational Plan. A Step toward Implementing Plans for Extending the Regular School Year. 45+45+45+45=180 (+45=Fifth Term.) Phase II: The Communications Phase. Michigan: 1971. 243 pages. ED 060 506 MF $0.65 HC $9.87.

The Utica community school district received a second grant from the Michigan legislature to continue research and communications on the year-round school concept. This communications phase is designed to gather, investigate, analyze, and disseminate information concerning the possibilities of conducting a pilot year-round school operation. The objectives of the second phase are to develop an optional three-year, five-term year-round educational plan; to communicate this plan to local residents; to develop a tooling-up plan to move toward the five-term schedule, including in the plan cost analyses for the second and fourth phases of the study; and to identify a possible level and location for a pilot year-round program. Document 34 is related.

36. Valley View School District. Evaluation of the 45-15 Plan, a Year-Round School Operation of Valley View School District 96, Lockport, Illinois. Final Report. Lockport, Illinois: 1972. 50 pages. ED 073 573 MF $0.65 HC $3.29.

This report summarizes the conclusions and insights of several hundred people directly involved in the first two years of the 45-15 plan. The plan divides the neighborhood served by a school into four sections. Children from each section attend school 45 days, then take a 15-day vacation. Attendance dates of the four sections are staggered so that only three-fourths of the pupils are in school at any one time. The text describes the origins of the 45-15 plan and the preparation of the evaluation design. Major data collected for the evaluation include student achievement, student attitudes, community reactions, reactions of professionals, and internal administrative adjustments. Attitudes were surveyed by questionnaires and interviews. Standardized achievement

tests, administered by trained testers, were used with students. The report includes conclusions and recommendations based on the evaluation. Appendixes include samples of forms used for evaluation and a suggested plan of action for school districts embarking on a 45-15 plan.

37. Varner, Sherrell E. The Rescheduled School Year. Washington, D.C.: National Education Association, 1968. 39 pages. ED 032 625 MF $0.65 HC not available from EDRS. (Available from Publications Sales Section, Attention: Customer Service, National Education Association, 1201 Sixteenth Street NW, Washington, D.C. 20036. Stock No. 434-22812, $1.00, quantity discount.)

    The extended school year is based on the needs to economize, to improve teacher status, to deal with the teacher shortage, to improve and enrich education for all pupils, to achieve pupil acceleration, and to keep youth busy and off the streets during the summer months. In spite of these claimed advantages, experimentation with and adoption of extended school year plans have not been widespread. This report discusses the traditional summer school plan and summarizes operations, experiments, and studies conducted on nine rescheduled school year plans: rotating four-quarter, continuous four-quarter, extended school year, continuous school year or continuous progress, multiple trails, modified summer school, trimester, quadrimester, and extended K-12. A bibliography lists 62 books and articles, 22 research reports, and 5 research summaries.

38. Wehmhoefer, Roy A. The Twelve Month School Year, a Study of the Advantages and Disadvantages of the Four Quarter System. Chicago: Cook County Public Schools, 1968. 15 pages. ED 022 252 MF $0.65 HC $3.29.

    The literature on the staggered four-quarter system is reviewed and the advantages and disadvantages of the system discussed.

39. Whitney, Howard, and Piele, Philip, compilers. Annotated Bibliography on Year-Round School Programs. Eugene: ERIC Clearinghouse on Educational Administration, University of Oregon, 1968. 10 pages. ED 023 199 MF $0.65 HC $3.29.

    This annotated bibliography is a selected listing of 11 books and pamphlets, 3 dissertations, and 31 articles on year-round school programs. Documents explore the effects on cost and educational quality of staggered quarter plans, quarter system plans, staggered trimester plans, split trimester plans, trimester system plans, extended K-12 plans, and summer school plans. The texts also give suggestions for implementing such plans.

40. Withycombe, Dick, editor. The Rescheduled School Year. A Statement. Portland: Oregon Educational Policies Commission, 1972. 31 pages. ED 069 024 MF $0.65 HC not available from EDRS. (Available from Commission of Instructional Development, Oregon Education Association, One Plaza Southwest, 6900 SW Haines Road, Tigard, Oregon 97223. $0.75.)

A summative overview of current research and program information related to the rescheduled school year, this report deals with present modes of rescheduling, the school vacation, basic comparative cost analysis, busing requirements, curriculum design requirements, career opportunities for professional staff, and conclusions and recommendations. Plans considered are those that limit the number of students in attendance at any one time to less than the total enrollment and those that accelerate completion of school to less than the traditional twelve years by extending the length of the school year. In the case of limited enrollment plans, the report covers the four-quarter plan, the four-quarter plan with rotating vacations, the twelve-four plan, and the 45-15 plan. The continuous four-quarter plan and the eleven-month plan are discussed as representative of accelerated completion plans. Some plans represent a combination of the two principles: the New York Multiple Trails Plan, the New York Continuous Progress Plan, the Metro-Atlanta Plan, and the Flexible All-Year School Plan. A table compares the characteristics of major plans on the basis of length of school year and school day; divisions in school year; grade levels; time required to effect savings in classrooms, number of teachers, and dollars; vacations other than Christmas and spring break; advantages; and obstacles to change.

SUBJECT INDEX

Accelerated Programs 40

Administrator Guides 36

Annotated Bibliographies 2,7,39

Charts 9

Community Attitudes 35

Community Education 21

Community Schools 21

Continuous Learning 30,32

Continuous Progress Plan 26,29

Cost Effectiveness 5,29,31,32,38,39

Costs 8,14,16

Curriculum Development 4,26,28

Curriculum Guides 15

Differentiated Staffs 25

Economic Factors 24

Educational Complexes 26

Educational Economics 14

Educational Finance 17,34

Educational Innovation 21,26,28

Educational Legislation 18

Educational Objectives 23,24

Educational Quality 39

Educational Research 37

Elementary Schools 16

Evaluation 11

Expenditure Per Student 14

Experimental Programs 37

Extended School Day 10

Extended School Year 1,2,3,6,7, 8,9,10,11,13,14,16,20,22,24, 27,29,30,31,32,37,38,39,40

Facility Requirements 33

Feasibility Studies 13,15,16,19, 27,37

Flexible Progression 12,40

Flexible Schedules 20

Flexible Scheduling 12

High Schools 6,10,19

Historical Reviews 21

Individualized Instruction 25

Information Dissemination 35

Literature Reviews 22

Masters Theses 33

Program Descriptions 1,3,9

Program Evaluation 6,36

Program Planning 12

Program Proposals 1,3,9

Public Schools 5

Quarter System 4,5,8,20,22, 34,38

Scheduling 23

School Calendars 2,5,7,13,18,19, 22,25,27,31,32,33,36

School Community Programs 21

School Community Relationship 35

School Districts 8,34,35

School District Spending 31

School Organization 4,33

School Schedules 1,3,7,12,13,17, 18,19,23,24,27,28,30,36,40

School Systems 38

Secondary Schools 4,11

Seminars 28

Space Utilization 18, 23

State Legislation 2

Student Attitudes 17

Teacher Attitudes 17

Teacher Salaries 30

Trimester Schedules 15, 20, 29

Year Round Schools 1, 2, 3, 4, 5, 6, 7,
8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18,
19, 20, 22, 23, 24, 25, 26, 27, 28, 29, 30,
31, 32, 33, 34, 35, 36, 37, 38, 39, 40